

Alberta Education's

First Nations, Metis, and Inuit


Sample Lesson Plans

Language Arts, Fine Arts, Social Studies, Science

<http://www.learnalberta.ca/content/fnmilp/index.html>

Grade 8

SAMPLE LESSON PLANS




English Language Arts Fine Arts Social Studies Science

These sample lesson plans support Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; treaty education; and residential schools' experiences, with learning outcomes identified in the current Alberta programs of study.

Each sample lesson plan includes content(s) or context(s) related to one or more of the following aspects of Education for Reconciliation:

- diverse perspectives and ways of knowing of First Nations, Métis, or Inuit, including values, traditions, kinship, language, and ways of being;
- understandings of the spirit and intent of treaties; or
- residential schools' experiences and resiliency.

Links and relevant information in Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout Curriculum and Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum are provided to support understandings of First Nations, Métis, or Inuit ways of knowing. Both online resources are accessed through LearnAlberta.ca.

 | [Copyright](#) | [Feedback](#) |

ENGLISH LANGUAGE ARTS | GRADE 8 | LESSON PLAN

This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; treaty education; and residential schools' experiences, with learning outcomes identified in the current Alberta Programs of Study for Grades 1 to 9 in English Language Arts.

Each sample lesson plan includes content(s) or context(s) related to one or more of the following aspects of Education for Reconciliation:

- diverse perspectives and ways of knowing of First Nations, Métis, or Inuit, including values, traditions, kinship, language, and ways of being;
- understandings of the spirit and intent of treaties; or
- residential schools' experiences and resiliency.

Links and relevant information in Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout Curriculum and Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum are provided to support understandings of First Nations, Métis, or Inuit ways of knowing. Both online resources are accessed through LearnAlberta.ca.

Education for Reconciliation: Perspective – Ways of Knowing

Program of Studies Outcomes

1.1 Discover and Explore

Express ideas and develop understanding

- seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences

1.2 Clarify and Extend

Consider the ideas of others

- acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives

Combine ideas

- exchange ideas and opinions to clarify understanding and to broaden personal perspectives

2.2 Respond to Texts

Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs

5.1 Respect Others and Strengthen Community

Relate texts to culture

- compare ways in which oral, print and other media texts reflect specific elements of cultures or periods in history

Use language to show respect

- use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities

5.2 Work within a Group

Cooperate with others

- propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group

Resourceⁱ

Robertson, David Alexander. *Tales from Big Spirit Series (The Scout; The Peacemaker; The Rebel; The Ballad of Nancy April; The Land of Os; The Poet)*. Portage and Main Press, 2014.

ISBN: 978-1-55379-526-1 (digital 978-1-55379-535-3) **Language:** English

Summary: This series of six graphic novels highlights First Nations and Métis historical figures.

Purpose

In this lesson students have an opportunity to explore in detail, through story, the significant historical contributions of First Nations and Métis to their people and to Canada.

Using a “book club” discussion, students will consider the viewpoint of others to determine major interpretations and understandings of the novels and why they believe that each historical figure is recognized as significant to their people and to Canada.

Introduction

Introduce all six graphic novels to the students. Each novel starts in present day and launches the student into the past where they follow the events of each figure and their historical significance. Note for students that significant events include those that resulted in change. These events may have included people who are not well known or famous.

Activity/Experience

After you explain each novel, students will pick one graphic novel from the selection. Students will engage in reading and then analyzing the main events while considering the context in time and the obstacles and circumstances the historical figure had to overcome. When students are finished reading, they will gather together in a “book club” to further discuss the contributions of their historical figure to Canada and to their people. At this time, students will be able to explore, share, and consider their ideas with their peers through this co-construction process.

Conclusion

Students return to mixed groups—comprised of one student studying different graphic novels from each “book club” — to share the stories of the First Nations and Métis figures. What made this person historically significant? What did he/she do that brought about change that impacted many people over a long period of time?

Extension

Students can apply their knowledge in a number of ways. Some examples could include:

- Draw story sequences of the key event of their graphic novels.
- Write a newspaper article through the historical figure's lens.
- Complete a research project to explore and deepen understandings of each character or the significant events of the time.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of the significant historical contributions of First Nations and Métis to their people and to Canada.

Keywords: historical and contemporary significance; book club

Themes: historical thinking; critical thinking; contributions

Teacher Backgroundⁱⁱ

Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)

- Indigenous Pedagogy – Respecting Wisdom – Bob Cardinal
(www.learnalberta.ca/content/aswt/#/indigenous_pedagogy/respecting_wisdom/bob_cardinal)
(www.learnalberta.ca/content/aswt/)
- Traditional Environmental Knowledge – Respecting Wisdom – Narcisse Blood and Alvine Mountain Horse
(http://www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge/respecting_wisdom/naricisse_blood_and_alvine_mountain_horse_blood_reserve)

Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)

- Ancestors, Time and Place (www.learnalberta.ca/content/fnmigv/index.html)

Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners (Alberta Education)

- (education.alberta.ca/media/3615876/our-words-our-ways.pdf)

ⁱ Some resources may not be authorized but are provided to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. The selected resource(s) provides a perspective specific to an individual, group, or nation; they are not intended to represent the perspectives of all First Nations, Métis, or Inuit.

ⁱⁱ All website addresses listed were confirmed as accurate at the time of publication but are subject to change.

FINE ARTS (DRAMA) | GRADE 8 | LESSON PLAN

This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; treaty education; and residential schools' experiences, with learning outcomes identified in the current Alberta Programs of Study for Grades 1 to 9 in Fine Arts.

Each sample lesson plan includes content(s) or context(s) related to one or more of the following aspects of Education for Reconciliation:

- diverse perspectives and ways of knowing of First Nations, Métis, or Inuit, including values, traditions, kinship, language, and ways of being;
- understandings of the spirit and intent of treaties; or
- residential schools' experiences and resiliency.

Links and relevant information in Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout Curriculum and Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum are provided to support understandings of First Nations, Métis, or Inuit ways of knowing. Both online resources are accessed through LearnAlberta.ca.

Education for Reconciliation: Perspective – Values; Residential Schools

Program of Studies Outcomes: Drama

GOAL I: To acquire knowledge of self and others through participation in and reflection on dramatic experience.

Objectives

For the following concepts (C), skills (S), and attitudes (A), the student will:

- extend the ability to understand, accept and respect others—their rights, ideas, abilities and differences (S/A)
- develop the ability to offer and accept constructive criticism (S/A)

GOAL II: To develop competency in communication skills through participation in and exploration of various dramatic disciplines.

Objectives

For the following concepts (C), skills (S), and attitudes (A), the student will:

- develop the body and voice as tools of communication (S)

LEARNER EXPECTATIONS

Speech

Speech is the exploration of talking and speaking to meet the demands of verbal communication. It examines interpretation, the mechanisms of control of vocal delivery, and acknowledges the importance of listening critically. The focus of speech instruction in junior high is on the effective communication of ideas, rather than on the technical aspects of speech.

Resourceⁱ

Mishenene, R and P. Toulouse (Eds). "Dibeniimiisowin" (pp. 101-107) and "Truth and Reconciliation" (pp. 108-111) in *Strength and Struggle: Perspectives from First Nations, Inuit and Métis*. McGraw-Hill Ryerson, 2011.

ISBN-13: 978-0-07-106703-4 **ISBN-10:** 0-07-106703-5

Summary: This contemporary anthology includes an arrangement of short stories, poetry, art, articles, essays, and speeches celebrating First Nations, Métis, and Inuit perspectives on diverse topics.

Purpose

In honour of the oral tradition that is foundational to First Nations, Métis, and Inuit cultures, this lesson provides students with an opportunity to listen to and analyze oral speeches made by significant figures. Students explore First Nations, Métis, and Inuit perspectives on topics and gain insight into making and delivering an effective speech or telling a purposeful story.

Introduction

As a group, brainstorm and record possible uses and purposes for speeches or stories. What makes a speech or a story interesting or effective? Brainstorm a list of key points.

Have students listen to a speech from well-known and significant local or national figures, both historical and contemporary, such as but not limited to local Elders, storytellers, Justice Murray Sinclair, Georges Erasmus, Mary Simon, Ovide Mercredi, Pam Palmater, Sheila Watt-Cloutier, Cindy Blackstock, and Wilton Littlechild. (Links are provided in Teacher Background.)

Continue to record key points that may have been initially missed.

Activity/Experience

Give students some examples of significant speeches. Provide speeches that present varied positions related to contemporary or historical topics of significance such as contributions to community, sustainability, well-being, etc.

Have students create a powerful and concise one-minute speech on similar topics of significance to them. Return to the key points and review what makes a speech effective. Have students practise their speeches with a partner. Have students provide peer feedback. Partner speeches can be rehearsed several times. Partners can also video their speech or perform their speeches for the whole group.

Conclusion

Have students reflect on their speeches. What did they learn from their speech? How did they feel performing their speech? What did they learn about themselves? What are some key points to consider when making a speech?

Extension

[TEDx Talk](#) has become a new form of oration. Students could host their own version of TEDx by addressing issues relevant to their school and community.

Assessment for Student Learning

Consider multiple ways students can demonstrate how to effectively communicate ideas through speechmaking or storytelling.

Keywords: speech, story

Themes: oral tradition

Teacher Backgroundⁱⁱ

TEDx Talk

- (www.ted.com/participate/organize-a-local-tedx-event/tedx-organizer-guide/speakers-program/what-is-a-tedx-talk)

Orators

- Justice Murray Sinclair: [What Is Reconciliation?](https://vimeo.com/25389165) (vimeo.com/25389165)
- Georges Erasmus: "What are we going to celebrate?" (Video title: *Fiery Speech on Native Rights, Solidarity.*) (www.youtube.com/watch?v=ipxq8sR0_Lc)
- Mary Simon: (m.youtube.com/watch?v=wgOfCD7aCxM)
- Ovide Mercredi: [Decolonization – The Crown and AFN Gathering 2012 – Ovide Mercredi Speech Pt3](http://www.youtube.com/watch?v=bHbOeJg1SD4) (www.youtube.com/watch?v=bHbOeJg1SD4)
- Pam Palmater: [Canada's State of Emergency: Pamela Palmater: TEDxRyersonU](http://www.youtube.com/watch?v=lrd4848Q064) (www.youtube.com/watch?v=lrd4848Q064)
- Sheila Watt-Cloutier: (m.youtube.com/watch?v=GISh4XeoLBA)
- Cindy Blackstock (m.youtube.com/watch?v=2GGSR2tNACe)
- Wilton Littlechild (m.youtube.com/watch?v=zSAzeC7Pf7w)

Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)

- Oral Tradition – Exploring Connections – Documents: Literature (www.learnalberta.ca/content/aswt/documents/oral_tradition/literature.pdf)
- (www.learnalberta.ca/content/aswt/)

Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)

- Language, Cultural Identity and Voice (www.learnalberta.ca/content/fnmigv/index.html)

ⁱ Some resources may not be authorized but are provided to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. The selected resource(s) provides a perspective specific to an individual, group or Nation; they are not intended to represent the perspectives of all First Nations, Métis or Inuit.

ⁱⁱ All website addresses listed were confirmed as accurate at the time of publication but are subject to change.

SCIENCE | GRADE 8 | LESSON PLAN

This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; treaty education; and residential schools' experiences with learning outcomes identified in the current Alberta Programs of Study for Grades 1 to 9 in Science.

Each sample lesson plan includes content(s) or context(s) related to one or more of the following aspects of Education for Reconciliation:

- diverse perspectives and ways of knowing of First Nations, Métis, or Inuit, including values, traditions, kinship, language, and ways of being;
- understandings of the spirit and intent of treaties; or
- residential schools' experiences and resiliency.

Links and relevant information in Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout Curriculum and Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum are provided to support understandings of First Nations, Métis, or Inuit ways of knowing. Both online resources are accessed through LearnAlberta.ca.

Education for Reconciliation: Perspectives

Program of Studies Outcomes

Unit E: Freshwater and Saltwater Systems (Social and Environmental Emphasis)

Focusing Questions: How do water, land and climate interact? What are the characteristics of freshwater and saltwater systems, and how do they affect living things, including humans?

4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues:
 - analyze human water uses, and identify the nature and scope of impacts resulting from different uses (e.g., *identify pollutants in ground water and surface water systems resulting from domestic and industrial use; analyze the effects of agriculture and forestry practices on stream flow and water quality*)
 - identify current practices and technologies that affect water quality, evaluate environmental costs and benefits, and identify and evaluate alternatives (e.g., *research and analyze alternatives for ensuring safe supplies of potable water; research, analyze and debate alternatives for a specific water quality issue, such as the location and design of a landfill, the protection of a natural waterway, the use of secondary and tertiary wastewater treatment, the salinization of soils due to irrigation, the eutrophication of ponds and streams due to excess use of phosphates in fertilizers and detergents, or a proposal to export water resources*)

Resourcesⁱ

Keepers of the Water. 2017. *Voices of the Athabasca*. (www.keepersofthewater.ca/athabasca/voices)

Native Counselling Services of Alberta. 2016. *Water: The Sacred Relationship*. (<http://www.sacredrelationship.ca/>). *Why Water?* (webpage to help people understand relationships with water and Indigenous people); *Sacred Relationship* (educational video).

Purpose

This lesson provides students with an opportunity to consider why valuing traditional and environment knowledge is vital for First Nations, Métis, and Inuit and why water is considered to be sacred. Students investigate some of the causes of poor water quality and evaluate possible solutions to this issue.

Introduction

Watch the video, *Water: The Sacred Relationship*. The video describes First Nations, Métis, and Inuit perspectives caring for Earth: Everyone has a responsibility to protect the environment.

From the same website, watch the videos *The H Factor* (Cree story on changes to the water in Lac La Biche) and *Mirror Lake* (Cree/Nakota Elder reflecting on changes to the water in Wabamun Lake) and discuss factors that are affecting the water quality and the subsequent impacts on the environment.

Activity/Experience

Divide students into groups of four to six and assign each student the task of reading one of the six stories from the *Voices of the Athabasca*, which includes stories from Jimmy O'Chiese, Alice Rigney, and Cleo Reece. Have students identify some causes for the environmental concerns—land, water, and animals—related to the Athabasca River. Students record key facts from the stories they have read onto a group placemat. Each student is assigned to one section of the placemat with a central square left for a group synthesis. Students discuss their findings within their small groups.

Using a group decision-making format, students then synthesize the facts from their stories and identify what they consider to be the most significant concern regarding the Athabasca River. Using the section in the centre of the placemat, the group collectively chooses and writes down this issue and major causes related to water quality of the Athabasca River.

Conclusion

Students create a representation of their ideas (e.g., poster, slam poetry, oral presentation) to share and discuss their findings and provide possible reasons for the similarities and differences between the concerns they've identified and solutions.

Extension

After building an understanding of some of the causes for poor water quality, students can consider possible solutions or improvements that can improve water quality. Using *Protecting our Sacred Water* as a guide, have students create an action plan they can use to make an effective change (real or proposed). Types of actions for these projects could include awareness, advocacy, social justice, or fundraising. Groups present their findings and proposed action projects to the class.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understanding of the causes of poor water quality and possible solutions and actions to provide quality water for First Nations, Métis, and Inuit communities in Canada.

Keywords: water; sacred

Themes: water quality; social justice

Teacher Backgroundⁱⁱ

Placemat Activity

- (www.learnalberta.ca/content/sssm/html/placematactivity_sm.html)

Jane Goodall Institute of Canada. *Protecting our Sacred Water*. Aboriginal Affairs and Northern Development Canada.

- (<https://janegoodall.ca/wp-content/uploads/2017/02/ProtectingOurSacredWater-FNMIResource.pdf>)
Summary: Created in partnership with the Jane Goodall Institute of Canada and a group of First Nations, Métis, and Inuit Elders and educators, this free online teacher's guide supports ethical and sustainable decision-making approaches to issues related to protecting water.

Safe Drinking Water for First Nations Act

- (www.aadnc-aandc.gc.ca/eng/1330528512623/1330528554327)

Articles and Websites

- (www.cbc.ca/news/canada/calgary/alberta-first-nations-sue-ottawa-over-safety-of-drinking-water-1.2677316)
- (www.mondaq.com/canada/x/322888/Water/First+Nations+Launch+Drinking+Water+Lawsuit+Against+Federal+Government)
- (canadians.org/fn-water)

Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)

- Traditional Environmental Knowledge – Natural Resources and Conflict
(www.learnalberta.ca/content/aswt/documents/traditional_environmental_knowledge/natural_resources_and_conflict.pdf)
(www.learnalberta.ca/content/aswt/)

Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)

- Relationships (www.learnalberta.ca/content/fnmigv/index.html)

ⁱ Some resources may not be authorized but are provided to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. The selected resource(s) provide a perspective specific to an individual, group, or nation; they are not intended to represent the perspectives of all First Nations, Métis, or Inuit.

ⁱⁱ All website addresses listed were confirmed as accurate at the time of publication but are subject to change.

SOCIAL STUDIES | GRADE 8 | LESSON PLAN

This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; treaty education; and residential schools' experiences, with learning outcomes identified in the current Alberta Programs of Study for Grades 1 to 9 in Social Studies.

Each sample lesson plan includes content(s) or context(s) related to one or more of the following aspects of Education for Reconciliation:

- diverse perspectives and ways of knowing of First Nations, Métis, or Inuit, including values, traditions, kinship, language, and ways of being;
- understandings of the spirit and intent of treaties; or
- residential schools' experiences and resiliency.

Links and relevant information in Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout Curriculum and Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum are provided to support understandings of First Nations, Métis, or Inuit ways of knowing. Both online resources are accessed through LearnAlberta.ca.

Education for Reconciliation: Perspective – Ways of Being

Program of Studies Outcomes

8.3 Worldviews in Conflict: The Spanish and the Aztecs

8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies

8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:

- What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish?
- How did the Aztec civilization's worldview influence the Aztecs' choices, decisions and customs?

Skills and Processes

8.S.1 develop skills of critical and creative thinking:

- evaluate, ideas, information and positions from multiple perspectives
- access diverse viewpoints on particular topics by using appropriate technologies

8.S.3 develop skills of geographic thinking:

- define geographic problems and issues and pose geographic questions

8.S.4 demonstrate skills of decision making and problem solving:

- demonstrate skills of compromise and devise strategies to reach group consensus
- use networks to brainstorm, plan and share ideas with group members

8.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- consider the needs and perspectives of others
- demonstrate leadership within groups where appropriate

8.S.7 apply the research process:

- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- draw conclusions based upon research and evidence
- organize and synthesize researched information

Resourcesⁱ

Blondin, John. *The Legend of the Caribou Boy*. Theytus Books, 1993/2009.

Translator: Mary Rose Sundberg **Illustrator:** Ray McSwain **ISBN:** 978-1-894778-71-8 **Languages:** Dogrib and English.

Summary: A Dene boy realizes that he is being called to fulfill his destiny to continue the Dene relationship with the caribou and the land on which they both live. In the Dene storytelling tradition of passing along the teachings to their children, the author shares the story of *The Legend of the Caribou Boy*, which was shared with him by his father and, in return, he will share with his son.

Purpose

In this lesson, students will gain an understanding of concepts related to the Dene worldview. Through the story *The Legend of the Caribou Boy*, ancestral knowledge and relationships to land are explored as the main character journeys to find his destiny.

Introduction

Review the concept of worldview. What constitutes a worldview? How and why are worldviews from two different groups different? Ask students to provide a few examples. Show students the *Two Worldviews* video from [Walking Together](#) as told by Randy Risto. A classic tale about the tortoise and the hare leaves us speculating how our worldview might be different from others. Get students to share their thoughts, and make sure all views are respected.

Activity/Experience

Read or listen to the Dene legend *The Legend of the Caribou Boy* (also available on multimedia CD). While students listen, they will be expected to look for clues from the story that demonstrate examples of Dene worldviews.

Conclusion

Students will discuss the following questions using the [inside/outside circle strategy](#):

- How do you think geography influenced this story and Dene beliefs?
- What aspect of the Dene worldview resonated with you?
- How do stories strengthen a sense of belonging?

Extension

Read aloud *The Legend of Mexicatl* to the students. While they are listening, they will look for clues of the implied worldviews of the Aztecs. Students will collect jot notes of evidence from the story that demonstrates aspects of an Aztec worldview. This is an opportunity to imbed multiple Indigenous perspectives and to build the understanding that there is diversity within Indigenous cultures.

Students will work with partners or in small groups to seek connections between the two Indigenous stories, *The Legend of the Caribou Boy* and *The Legend of Mexicatl*.

Some themes present in both stories might be a journey; being called to fulfill a destiny; relationship to the land; a leader who learns humility and how to be one of the people in order to support the community; the ancestors; and guidance from the spirit world.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of different worldviews and how these perspectives shape values and beliefs.

Keywords: worldview; relationship; geography; story; legend; ancestors

Themes: worldviews; cultural identity; land; relationship; perspective; ancestors; journey; story

Teacher Backgroundⁱⁱ

Harper, Jo. *The Legend of Mexicatl*. Turtle Bay Books, 1998.

ISBN: 9781890515058. **Languages:** English and Spanish

Summary: In the Aztec legend of Mexicatl, a young boy's mother tells him that a great leader will rise to lead the Aztecs from the harsh desert to their land. Mexicatl is the one chosen by the Morning Star to lead the people to a better life. He eventually finds the Aztec land and through this journey he learns that he is one of the people and must work with them to be a wise leader. Only in this way will he be able to help his people find harmony.

Discovering Voice: Inside-Outside Circle

- (www.youtube.com/watch?v=91G11egVsQ0)

Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)

- Worldviews – Exploring Connections – Videos: Two Worldviews as told by Randy Risto (The Tortoise & The Hare)
(www.learnalberta.ca/content/aswt/#/fnmi_worldviews/exploring_connections/videos/rabbit)
(www.learnalberta.ca/content/aswt/)

Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)

- (www.learnalberta.ca/content/fnmigv/index.html)

ⁱ Some resources may not be authorized but are provided to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. The selected resource(s) provides a perspective specific to an individual, group, or nation; they are not intended to represent the perspectives of all First Nations, Métis, or Inuit.

ⁱⁱ All website addresses listed were confirmed as accurate at the time of publication but are subject to change.